

Committee/Team: Disaggregation of Reading First Data/Winter Monitoring Date: _____

School: Pleasant Ridge Elementary Grade Level: Grade 1 Teacher(s): _____

Data Source(s): DIBELS PSF (Phoneme Segmentation Fluency), NWF (Nonsense Word Fluency), ORF (Oral Reading Fluency), RTF (Retell Fluency), and WUF (Word Use Fluency)

KWL

Know

(What we see as the most significant data)

Want to Know

(Questions, issues, concerns based on the data)

Learned

(Our conclusions or what we need to do to get answers.)

<p><u>DIBELS: PSF</u></p> <p><i>My class:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><i>Grade Level:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><u>DIBELS: NWF</u></p> <p><i>My class:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><i>Grade Level:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><u>DIBELS: ORF</u></p> <p><i>My class:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><i>Grade Level:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><u>DIBELS: RTF</u></p> <p><i>My class:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><i>Grade Level:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p>	<p>1. Were all students assessed? If not, what should be done to assure all students will be assessed?</p> <hr/> <p>2. Have the benchmark goals been met? 65.7% of students will score <i>at or above:</i> PSF 35 NWF 50 ORF 20 RTF 50% of ORF WUF 25</p> <p>Who are these students in my class?</p>	<p>1.</p> <hr/> <p>2. PSF: (%) NWF: (%) ORF: (%) RTF: (%) WUF: (%)</p>																																																	
<p><u>DIBELS: ORF</u></p> <p><i>My class:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><i>Grade Level:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><u>DIBELS: RTF</u></p> <p><i>My class:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p> <p><i>Grade Level:</i> ___% (___ / ___) students <i>at risk</i> ___% (___ / ___) students <i>at some risk</i> ___% (___ / ___) students <i>low risk</i></p>	<p>3. Have we shown progress since the last assessment? In which areas? Any areas not showing progress?</p> <hr/> <p>4. How did our subgroups do (at grade level)?</p> <ul style="list-style-type: none"> • Ethnicity • Special needs • Poverty <p>B = Black W = White, M = Multiracial H = Hispanic S = Special Needs P = Poverty</p>	<p>3.</p> <hr/> <p>4. Benchmark group (Grade Level analysis)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>PSF</th> <th>NWF</th> <th>ORF</th> <th>RTF</th> <th>WUF</th> <th>Text</th> </tr> </thead> <tbody> <tr> <td>B</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>W</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>M</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>H</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>P</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSF	NWF	ORF	RTF	WUF	Text	B							W							M							H							S							P						
	PSF	NWF	ORF	RTF	WUF	Text																																													
B																																																			
W																																																			
M																																																			
H																																																			
S																																																			
P																																																			

DIBELS: WUF

My class:

- ___% (___ / ___) students *at risk*
- ___% (___ / ___) students at *some risk*
- ___% (___ / ___) students *low risk*

Grade Level:

- ___% (___ / ___) students *at risk*
- ___% (___ / ___) students at *some risk*
- ___% (___ / ___) students *low risk*

5. Which student scores in my class are close? (Some risk):
- PSF 10-34
 - NWF 30-49
 - ORF 8-19
 - RTF 25-49% of ORF
 - WUF 15-24

5. PSF:
- NWF:
- ORF:
- RTF:
- WUF:

6. Who are the At-Risk students in my class that will need intensive intervention?
- PSF: 0-9
 - NWF: 0-29
 - ORF: 0-7
 - RTF: 0-24% of ORF
 - WUF: 0-14

6. PSF:
- NWF:
- ORF:
- RTF:
- WUF:

7. What were the key errors made by students below mastery?
- How many students made these errors? (number & percent)

7. *M class:*
- Grade Level:*

8. What specific instructional strategies are working well that we should continue or what other strategies would you recommend to target these key errors? Do we need any professional development or planning related to these strategies?

8.

9. Was there anything about the assessment tool or conditions that decreased reliability or validity?

9.

Date:

Math (time goes here)

POD:

Goal:

Vocabulary:

Strategy:

Standards:

Manipulatives needed:

Engagement: thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: _____

Spiral review topic:

--Strategy:

Small group review topic:

--students:

--Strategy:

Reading

Whole group ()

Goal:

Strategy:

Standards:

Engagement: thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: _____

Date:

Small Group ()

Meeting with:

Goal:

Strategy:

Standards:

Engagement: thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: _____

Small Group ()

Meeting with:

Goal:

Strategy:

Standards:

Engagement: thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: _____

Vocab/Small Group ()

Meeting with:

Goal:

Strategy:

Standards:

Engagement: thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: _____

Common Acronyms

[Home](#)
[Corporation](#)

Common Special Education Acronyms

ACR	Annual Case Review
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Disorder with Hyperactivity
APE	Adaptive Physical Education
AT	Assistive Technology
BIP	Behavioral Intervention Plan
CCC	Case Conference Committee
CA	Chronological Age
CBI	Community Based Instruction
CD	Communication Disordered
COTA	Certified Occupational Therapy Assistant
CP	Cerebral Palsy
CPI	Crisis Prevention Intervention
CSPD	Comprehensive System of Personnel Development
DD	Developmentally Disabled
ED/EH	Emotional Disability
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
GEI	General Education Intervention
GQE	Graduation Qualifying Exam
HI	Hearing Impaired
IHO	Independent Hearing Officer
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan

ISB	Indiana School for the Blind
ISD	Indiana School for the Deaf
ITP	Individual Transition Plan
KAATT	Kokomo Area Assistive Technology Team
LD	Learning Disabled
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MiMD	Mildly Mentally Disabled
MoMD	Moderately Mentally Disabled
O&M	Orientation and Mobility
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OI	Orthopedic Impairment
OT	Occupational Therapy
PDD	Pervasive Developmental Disorder
PT	Physical Therapy
PTA	Physical Therapy Assistant
SLP	Speech and Language Pathologist
SE	Special Education
SMD	Severely Mentally Disabled
TBI	Traumatic Brain Injury
VI	Visually Impaired
VR	Vocational Rehabilitation



